

Pupil premium strategy statement

School overview

Detail	Data
School name	St Alban's Church of England Primary School
Number of pupils in school	215
Proportion (%) of disadvantaged pupils	30%
Pupil premium allocation this academic year	£101,870
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Academic years covered by statement	2023-2026
Date this statement was published	December 2023
Date on which it will be reviewed	September 2026
Statement authorised by	S James (Interim Headteacher)
Pupil premium lead	E Meades
Governor Lead	C Morgan

Disadvantaged pupil performance for 2022-2023

(No published data for 2020 and 2021 due to school closures)

Measure	Score
Expected standard at KS2 - Reading	67%
Expected standard at KS2 - Writing	50%
Expected standard at KS2 - Maths	50%

Part A: Pupil premium strategy plan

Statement of intent

We aim to continue to improve the mental health and wellbeing of all pupils, in particular all educationally disadvantaged pupils.

In addition, we aim to strive to improve progress and outcomes, including for higher attainers:

- improving resilience, tenacity and a readiness for learning*
- delivering targeted programmes of support to address academic and emotional needs*
- maintaining a strong focus on ensuring all pupils consistently receive 'quality first teaching'*

Furthermore, we aim to continue to improve attendance of disadvantaged pupils.

We want our disadvantaged pupils to be accessing education and achieving academically to the same standards as pupils who are not disadvantaged.

To succeed academically, pupils need to feel safe and supported in their learning. We have invested in, and continue to invest in, a strong inclusion team to provide ELSA, Home School Link and monitoring of academic progress to ensure our disadvantaged pupils progress well. Over time, our provision for disadvantaged pupils has led to very strong rates of progress which we aim to continue to enable pupils to achieve, despite the impact of the pandemic on their learning and wellbeing.

We also consider the challenges faced by pupils who may be vulnerable due to other reasons (for example those who have a social worker, young carers, pupils who have ill health and those who have experienced bereavement). The activity we have outlined in this statement is also intended to support their needs, regardless of whether or not they are educationally disadvantaged.

Three-year strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Improve the mental health and wellbeing of all pupils, in particular those with educational disadvantage.
Priority 2	Improve progress and outcomes, including for higher attainers, through: <ul style="list-style-type: none"> improving resilience and tenacity and readiness for learning continuing to provide targeted interventions and support, well-matched to need
Priority 3	Improve attendance of disadvantaged pupils.
Barriers to learning that these priorities address	<ol style="list-style-type: none"> Lack of resilience, tenacity and readiness for learning when compared to non-disadvantaged peers (impacting on rates of progress) Varying levels of parental engagement and capacity to support home learning and high rates of attendance Parental strategies not always in place to develop positive management of challenging behaviour at home (which impacts on pupil attitudes and resilience at school) A language deficit and limited 'cultural capital'
Projected spending	£101,870

Teaching priorities for current academic year (2023-2024)

Measure (Priority 1)	Activity
Priority A	Train support staff to ensure high quality and responsive ELSA and TALA provision
Priority B	Provide live coaching by SENCo for all class teachers.
Priority C	Ensure appropriate task design focussing on educational disadvantage.
Barriers to learning that these priorities address	Lack of resilience, tenacity and readiness for learning when compared to non-disadvantaged peers (impacting on rates of progress)
Projected spending	£28,447

Targeted academic support for current academic year (2023 -2024)

Measure (Priority 2)	Activity
Priority A	Continue to subscribe to and embed use of Language Link with SENCo and ELKLAN trained LSA overseeing provision and supporting use of referrals and appropriate interventions.
Priority B	Implement an effective tuition booster programme to close the academic gaps with Yr 5/6 pupils in the greatest need.
Priority C	Deliver reading provision for lowest readers across the school.
Priority D	Continue successful delivery of speech and language support by ELKLAN trained LSA.
Priority E	Train key staff in the effective provision for pupils with EHCPs, including HI, Downs Syndrome and SEMH needs by working with STAS, PDA, and PBS.
Priority F	Implement lunchtime clubs for pupils who experience more challenges during unstructured times of the day.
Priority G	Deliver INSET training on Precision Teaching for educationally disadvantaged pupils. Embed and monitor.
Barriers to learning that these priorities address	Holidays for families taken in term time, persistent absence, lack of parent, staff absences.
Projected spending	£26,589

Wider strategies for current academic year

Measure (Priority 3)	Activity
Priority A	Maintain high levels of HSL support for parents in improving pupils' attendance, behaviour (at home and school) and emotional resilience.
Priority B	Invest in Back to Basics training for all staff to empower parents to support their children's wellbeing.
Priority C	Continue to embed Trailblazing, subsidised music lessons, residential trips across the primary phase to support mental wellbeing.
Priority D	Continue to provide individual counselling for those most emotionally vulnerable pupils.
Priority E	Raise awareness of executive functioning and strategies available to support readiness to learn and flexibility of mind.
Projected spending	£46,834

Key Challenges

Area	Challenge	Mitigating Action
Teaching	Ensuring consistently high-quality lessons respond to individual needs to promote accelerated progress, addressing gaps in prior learning.	SENCo to deliver live coaching half termly. SLT to monitor Maths task design.
Targeted Support	Lack of parental support in allowing pupils to stay beyond the school day for additional learning provision.	Enhanced home/school link involvement with parents to encourage them to 'buy in' to provision. Familiar staff delivering programmes of support to further encourage uptake. Utilising sessions within the school day for those prevented from attending before/after school.
Targeted Support	Enabling those with the most academic loss to catch up quickly when academic gaps are most significant.	Early, effective assessment and identification of needs. Targeting, supporting and embedding in class and using LSAs strategically.
Wider strategies	Enough ELSA provision for those disadvantaged pupils most needing support to develop emotional resilience.	Inclusion lead to monitor impact of ELSA through register and disadvantaged tracking data – targeted according to need. Additional training to increase expertise of staff supporting pupils with attachment and mental health needs.
	Enough HSL support for parents of most vulnerable pupils.	HSL register with entry and exit criteria tracking the support provided. Signposting external support agencies available to families. Inclusion team approach to supporting families (ELSA, HSL, SENCo joint working)
	Engaging the families facing most challenges.	Increased number of staff in Inclusion Team with greater expertise. Ongoing training to further expertise on attachment and trauma informed practice.
	Behaviour and attitudes of some pupils struggling to engage due to low attendance.	Track through CPOMs and behaviour logs. Inclusion team support for children and families. Attendance monitoring of vulnerable groups.